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STUDY OF AREAS AND INTERESTS IN SEX
EDUCATION ON THE HIGH SCHOOL LEVEL

by

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Eastern College of Education, 1933
B. S. Montana State College, 1940

Presented in partial fulfillment of the
requirement for the degree of Mas-
ter of Arts.

Montana State University

1950

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INTRODUCTION

The purpose of this study is to determine, on a basis of pupil and parental opinion, what areas in sex education might be recommended for study at the secondary level.

Healthy children can grow into acceptable members of a community only through a long and often severe discipline in social living, a process which we call "Education". Health education is an important part of the total educational process of any youngster. As stated by Grout, "the sum of all experiences which favorably influence habits, attitudes, and knowledge related in individual and community health"¹ is a widely-used definition of health education. Health education is, of course, education interpreted as experience and is unavoidable in the life of a person growing up in society. It necessarily includes guidance and adjustment with respect to sex. Health education is obviously not adequate if the young people grow up with unsound attitudes about sex and false ideas regarding their obligations as members of families and society. Young people do get into difficulties that might have been avoided if they had been given suitable guidance and knowledge regarding their sex lives. New

1. Grout, Ruth E., M.P.H., Ph. D., Health Teaching in Schools. Philadelphia, W. B. Sanders Co., 1948, pp. 1 and 2.

living conditions, new knowledge, and understandings always call for broader educational experiences.

It is sometimes thought that sex education will lead to more freedom between boys and girls and may cause more sex problems than we now have. It is not education, but the lack of it, that leads to trouble. In the words of Dr. Glover: "It isn't the truth or the facts that are shocking; it is the not knowing."²

We have come to recognize that education involves vastly more than the teaching of facts and that guidance means more than the teaching of rules. In a child's development all of his experiences influence the attitudes upon which he forms his values and his purposes. All the bodily characteristics and needs, all the drives and impulses take part in each individual's reaction to environment. We are coming to depend less upon purely irrational approach such as "Sex is tabu", and are coming to see that throughout life sex is important in every individual's living. As we come to see that certain manifestations of sex are inseparable from human growth and development, we must change from trying to teach isolated virtues, such as good manners, proper chaperoning on mixed dates, proper forms of entertainment, and avoiding "bad company", to the development of character. Sex

2. Kuechle, Manuel E.: Sex Education at Shaker Heights Starts in the Fifth Grade. The National Schools, April, 1950, p. 38.

education becomes recognized more and more as a phase of character education. Boys and girls need guidance, counsel, and orientation even more than they need technical information. They need sympathetic help in understanding themselves, in developing self-assurance, and need help in interpreting the personal and social life that faces them. If the schools are to contribute to the sex education of the child, educators should try to educate deliberately and intentionally - not by default, not in panic.

The instruction should aim at an understanding of physical development, mental health, human growth, and human reproduction, venereal diseases, and emotional phases of human relations as they are affected by sex. The instruction should seek to cultivate attitudes and patterns of conduct related to sex, to build a sound basis for marriage, family life, and constructive community living; to stimulate the assumption of social responsibilities, and develop normal associations between the sexes.

There is a pressing need for a broad program of social relations in our schools. This is a broader program than sex education alone, and must offer the training of the whole personality in habits and attitudes that prepare for wholesome relations between boys and girls throughout youth, marriage and family life.

Gruenberg states:

"Changing conditions have raised new problems in

mental and social health. The population trend has been urban, away from the daily contact with plant and animal life, which earlier generations took for granted. More and more mothers are working and are away from the home in which important educational influences formerly accompanied family life. Boys and girls in vast numbers grow up poorly prepared to meet vital problems as men and women. The prevalence of syphilis and gonorrhea, for example, is not only a serious health problem, but an indication of faulty attitudes and understandings as to sex and as to the responsibilities of marriage and family living. Similar indications of unsatisfactory training and adjustment are seen in the rate of illegitimate births, in the rising divorce rate, in various types of mental disorders, and in various crimes and delinquencies described as "Perversions", "Sex crimes", or "Sex delinquencies".³

It is a question of finding ways to help the young people grow wholesomely past a relatively infantile stage of development. The soundest kind of education regarding sex normally comes about in the home where the parents are themselves mature and adjusted regarding sex; where such questions as children ask are answered simply and casually. However, such homes are in the minority and, if the children are then to receive this instruction and guidance, it must fall on the schools to give it to them. There is a great need for careful planning and preparation of the course, its content and methods of presenting it to the students. The approximate age group that this study includes is between fourteen and eighteen years.

Gruenberg, Benjamin C., High School and Sex Education.
Educational Publication No. 7, United Public Health
Service, Washington, D. C.

Redefinition of Sex Education

Sex education now becomes more than the teaching of the facts of reproduction or the teaching of the horrors of venereal diseases, but involves the teaching of the "whole child", i. e., it must now be a course where the child is given counsel, as well as information concerning the facts of life or human reproduction. It must help the boys and girls understand themselves, so they may develop self-assurance in interpreting the personal and social life that faces them. It may broadly be defined as an introduction to the problems of life as they relate to friendship, courtship, marriage and home-making.

CHAPTER I

THE PROBLEM

Statement of the Problem

The problem posed for this study was that of determining a recommended content of a course, based on the expressed interests and needs of the students and parents of given communities.

Importance of the Problem

There seems to be a growing need for more specific sex information on the high school level, as evidenced by opinions expressed by students as to what a sex education course should include. A Plentywood high school student stated:

"I think that sex education is a "must" for high school students. There are very few teenagers who dare talk to their parents, doctor, or other rightly-informed persons. They usually guess or get their information from unreliable sources. Some go so far as to experiment, those who are inquisitive, that is. One gets the wrong outlook on life and is frightened by the very thought of marriage."

An eighteen-year-old wrote in Pageant:

"Something has to be done about me, about the kids behind me - two little brothers, all the millions coming, all the kids behind. My friends are getting married every day. I'm eighteen; so are they. They're marriage-age. When are people going to tell the truth, do something more for sex education than give it a "snazzy" reputation".¹

1. A Teen Ager Talks Back on Sex Education; Pageant, August, 1949, p. 89.

Many students state that sex education should now be a part of the high school curriculum and required of all students, to better fit them for home and family living after they have finished their high school work. A large number of boys and girls will be getting married shortly after high school graduation and, if no sex education is provided in their secondary school work, marital success of these pupils may suffer because of the lack of planned teaching along these lines.

The home, founded as it is upon social adjustment and healthy relationships of individuals, would seem to be the proper place for the child to receive much of the information regarding sex development and sex relationships. If the child were receiving adequate information from the home, there would be little need for the schools to add such a course to the high school curriculum. But such is not the case in most of our homes. The majority of the students do not get information from their parents and must turn elsewhere for the answers to their questions. It is natural that children should turn to the school, where they are accustomed to receiving instruction. As was stated by one mother:

"Why shouldn't the schools teach sex education? They are better prepared to give this information to the children than we are at home. They have the use of educational devices that we parents do not have. They have the correct language or terminology for this instruction. They should be able to present this information in a straight-forward manner to the students with much more results than we

could at home. Then the students would all be getting the same information. This, in turn, should tend to stop some of the "hush-hush" conversations where the children are exchanging information that they have been able to pick up on street corners, etc., erroneous information in most cases, which gives the children false ideas that are often harmful to them. We can give them books to read along this line but we do not know just how much they are able to get out of them, or how much they tend to answer the questions which our children have. We just are not properly prepared to give our children the kind of education that they need in this field".

This mother was stating the truth as she saw it. She felt that she had failed in not having been able to give her two sons and two daughters all of the information that they should have received.

At the present time there is no recommended course of study for Montana teachers to follow in the teaching of sex education in our schools. Our State Department of Public Instruction sends out whatever reference material they have to schools requesting it, but makes no attempt to outline such a course, and lets each community build its own. The author was unable to find a complete state-adopted course of study being used in any of our neighboring states of the Northwest. In some states nothing at all has been undertaken in the development of a course in sex education.

Oregon probably has had the most publicity about the teaching of sex education, but there nothing is done on a state level. Teaching is carried on by each individual school in its own way. The Oregon State Department of Health and Physical Education course of study does point

out some suggested units of study, but does not require it being taught from a state level.²

Colorado has nothing from the state level either. What teaching is done there is planned by each individual school.³

Washington State Department of Education has set forth a preliminary statement of the schools' responsibility in the field of human growth and relations, but has left it to the school to carry out the program to be taught and how to conduct it.⁴

California has a highly decentralized system of education. Each school board and administration determines pretty much what it teaches and how the content is presented. However, two trends have been functioning; one, a course as such, and the other of urging each member of the faculty to make a contribution to help the individual understand himself and problems of courtship and marriage.⁵

There may be a need for a state adoption of a course in sex education. If there were such a state adoption, it would aid each community in setting up its own course within the school and would also aid in selling the course to the community.

2. See Appendix, Page 71

3. Loc. Cit., Page 73

4. Loc. Cit., Page 74

5. Loc. Cit., Page 69

SUMMARY

There is a lack of recommendations at the state level for a state-wide course in sex education. The trend has been for suggestions from the state level of what may be taught, but letting each community work out its course to fit its needs. The problem thus resolves itself into the need of a course of study which will prepare youthful members of society to assume the responsibility of home and family living by a well-rounded curriculum to meet the needs of the "whole child", adapted to the community level.

CHAPTER II

SOURCES OF DATA

The material for this study was secured from the following sources: Literature, periodicals, students, and parents.

Literature

Texts in the field of sex education, home and family living, growth and development were reviewed to determine what would be suggested for inclusion in a course of sex education on the high school level. The areas of study in sex education compiled from the literature for the study were made after a careful examination of each text in an effort to determine the major areas in sex education. The areas as derived from the literature appearing on pages 18 to 23, are those which appeared most frequently as recommended topics to be taught.

Periodicals

The chief capacity the periodicals served in this study was that of pointing out the need of sex education in our schools and what had been tried, or was being tried, where sex education was being presented in the schools. These articles came from magazines such as "Life", "Ladies' Home Journal", "Parents", "Pageant", "Coronet", "Miss America", and "The Reader's Digest". They pointed out certain areas of instruction for a course of this kind. For example, Jules

Archer's writing in "Miss America" deals with the problem of "petting".¹

"A Teenager Talks Back on Sex Education" in "Pageant" deals with the needs of sex education for our boys and girls.²

Students

The superintendents of the selected schools were contacted and a time was set when the author could meet with the students. It was felt by most of the superintendents that this meeting should be in segregated groups. Since it was impossible for the author to meet with the Billings high school students, those students were contacted through correspondence with Miss Lillian Cavanka.

The students were asked to submit those topics which they, as students, considered necessary in a course on sex education, if such a course were to be included in their high school. The students, to the author's knowledge, had had no formal classes in sex education. They were not asked to make their answers immediately in the presence of the author, but were given time to think out their responses. These responses were collected by a student leader and mailed to the author, thus avoiding the influencing of these students by any ideas

1. Archer, Jules, Sex and Your Value; Miss America, Winter issue, 1949, pp. 16, 17, 64.

2. A Teenager Talks Back on Sex Education; Pageant, August, 1949, pp. 89 to 94.

or opinions the author might have had. Out of the eleven hundred students contacted, eight hundred eighty-one responded. Their responses appear on pages 24 to 29. Only those topics most frequently suggested appear in this report.

Students who contributed to this study were from Antelope, Plentywood, Billings, Medicine Lake high schools, and the high school students who attended special classes at Montana State University, summer session, 1949.

Parents

The parents of the Antelope, Florence, and Lone Rock communities were contacted in group meetings by the author for general discussions of sex education as it might pertain to the high school student. The parents of the Antelope community were asked to meet in the high school, and were shown films on: "Human Reproduction", "Human Growth", "This Charming Couple", "Marriage Today", "Choosing for Happiness", "It Takes All Kinds", and "Who's Boss". The films on reproduction and marriage were from the State Film Library, Helena, Montana, as is shown in the bibliography of this study.

The parents of the Florence community were asked to meet in the I.O.O.F. lodge hall and the parents of the Lone Rock community met at a P.T.A. meeting. The parents of both communities were not shown the above-listed films because time did not permit the showing of them.

The parents were given an outline of the unit headings

and topics which the author had compiled from the materials gathered from the texts, periodical articles, and from the topics suggested by the students for inclusion in the course on sex education, if it were to be presented to them as a part of their high school work. They were asked to indicate their opinion as to whether the specific topics should be presented to the high school youngsters in entirety, or not at all. Remarks regarding any part, or all of the topics, were solicited from the parents. A copy of the list submitted to the parents will be found on pages

SUMMARY

In this chapter the author has stated that texts, periodicals, and high school students were drawn upon for material and content of a course of study in sex education. The students used in this survey had no previous sex education classes and, of eleven hundred students contacted, eight hundred eighty-one responded.

The units referred to in this study are major areas of study in sex education, while the topics referred to are subheadings of specific information under the major headings.

A list of units and topics was formulated from the literature. The list of topics which the teenagers suggested was compiled, insofar as was possible, into unit headings to correspond with those from the literature.

The parents of the Antelope, Florence and Lone Rock communities were asked to evaluate the two lists of unit headings and topics. The parents were limited to these communities because they were the only ones with whom the author could meet conveniently on this study.

CHAPTER III

DATA FROM THE LITERATURE

In this chapter the author will endeavor to show how the list of topics was formulated before it was submitted to the parents for their evaluation and remarks. A total of nineteen books on sex education were reviewed, these being selected from the bibliography compiled by Edith Lindsay, and the most recent books available in the library at Montana State University.

For the purpose of this study, it was found advisable to group related topics into unit topics. For example, from several literature sources the following topics were suggested: "What characteristics are hereditary?", "How are twins produced?", "How is sex determined?", "What are some of the mistaken ideas about mating and parenthood that still prevail?", and "What are the social implications of the facts about heredity?". These topics were grouped under the unit heading "Heredity and Human Life. Other topics were similarly grouped under appropriate headings for ease of use in this study. This plan of unit organization is suggested by Biester, Griffith and Pearce.¹ It was also found necessary to limit consideration to those topics that

1. Biester, Lillian L., William Griffiths, and N. O. Pearce, M.D., Units in Personal Health and Human Relations. University of Minnesota Press, Minneapolis, Minnesota.

appeared most frequently in the literature. Had all the topics mentioned been included, it would have resulted in the need for using lengthy, unwieldy lists in the study.

Of forty pamphlets reviewed by the author, it was found that only thirteen dealt with more than one of the units derived from the text books. The others were written on one specific topic of the sex education program such as venereal diseases, so were not included in the table. Nevertheless, they are of value as a teaching aid in presenting specific topics.

TABLE I

Summary of unit titles found in the text books and pamphlets

Suggested Units	Frequency of Mention		
	Text Books	Pamphlets	Total
1. Reproduction	10	4	14
2. Heredity and Human Life	4	1	5
3. Prenatal Growth & Development	7	2	9
4. Growth During Infancy and Childhood	5	4	9
5. Development During Adolescence	8	8	16
6. Happy Relationships with Other Sex	9	5	14
7. What I need to know to be Successful in Dating	11	3	14
8. Courtship	10	5	15
9. Marriage	12	3	15

No one topic, as such, was mentioned in all nineteen texts or in all thirteen of the pamphlets.

The compiled list of units and topics formulated from the literature appears as follows:

1. Reproduction

- a. What is the process of reproduction in plants, animals, and humans?

2. Heredity and Human Life

- a. What characteristics are hereditary?
- b. How are twins produced?
- c. How is sex determined?
- d. What are some of the mistaken ideas about mating and parenthood that still prevail?
- e. What are the social implications of the facts about heredity?

3. Prenatal Growth and Development

- a. What are the prenatal and postnatal periods?
- b. What happens to the fertilized egg cell while it is in the uterine tube?
- c. What happens to the cluster of cells when it moves into the uterus?
- d. What development occurs in the cell cluster between the 10th day and end of the first month of prenatal life?
- e. What development occurs during the second month and each succeeding month of prenatal life?
- f. What are the signs of pregnancy?
- g. What complications may arise during pregnancy?
- h. How is the child born?
- i. What are the characteristic features of the three stages of labor?
- j. What are some of the sources of free and inexpensive materials for interested prospective parents?

4. Growth During Infancy and Childhood

- a. What period of life does infancy include?
- b. What is the child like at birth?
- c. What are the most frequent causes of death during the first month?
- d. What are the characteristic features of physical growth and development during infancy?
- e. What common health problems occur during infancy?
- f. What serious diseases of infancy can be prevented?
- g. What period of life does the term "Childhood" cover?
- h. What characteristic features of physical growth and development occur during childhood?
- i. What are some of the common health problems of childhood?
- j. Why is habit training important during childhood?
- k. How can good eating and sleeping habits be established?
- l. How can sex attitudes be established?
- m. What sex instruction does the pre-school child need?
- n. Where can parents get information and guidance about growth and development of young children?

5. Development During Adolescence

- a. What period of human growth does adolescence cover?
- b. What is meant by puberty?
- c. What physical changes take place during adolescence in body form, in height, in weight, in the genital organs, in the secondary sex characteristics?
- d. What causes these physical changes?

- e. What are the names, location, and functions of the endocrine glands?
 - f. What are the male reproductive organs and their functions?
 - g. What are the female reproductive organs and their functions?
 - h. What is menstruation?
 - i. At what age does menstruation occur?
 - j. What is meant by the menstrual cycle?
 - k. What is dysmenorrhea? Causes?
 - l. What is the process of ovulation?
 - m. What happens to the egg after it is discharged from the ovary?
 - n. What emotional problems in adolescence result from variations in body growth?
 - o. What unusual forms of behavior sometimes occur in adolescence during the process of development?
 - p. What problems does the desire for independence create?
 - q. How can the adolescent maintain a happy relationship with his parents while he is achieving his independence?
 - r. What part does the "Crowd" play in the social adjustment of the adolescent?
 - s. What are the ways of reacting to sex tension?
 - t. How can sex impulses be controlled?
 - u. What are seminal emissions?
 - v. What is masturbation?
6. Happy Relationships with Other Sex
- a. What traits do boys and girls admire in each other?

- b. What makes a person attractive?
- c. How can I get acquainted with people of the other sex?
- d. Should I have a few or many friends?
- e. How can I converse with people?
- f. What makes some people popular and others unpopular?
- g. What are the essentials of good grooming?

7. What I Need to Know to be Successful in Dating

- a. What are the advantages and disadvantages of blind dates?
- b. Is it better to date steady with one person or date various people?
- c. What are the advantages of group dating?
- d. What are the responsibilities of the boy and of the girl on a date?
- e. What types of entertainment do boys and girls enjoy on dates?
- f. How much do the different types of entertainment cost?
- g. What places of entertainment are there for the boys and girls in the community, and do these places promote or hinder wholesome relationships between the boys and girls?
- h. What is good technique in asking for a date?
- i. How do I introduce people who do not know each other?
- j. What is etiquette in eating in restaurants?
- k. What is meant by "petting" or "necking"?
- l. What effect does petting have emotionally and physically on boys and girls?

8. Courtship

- a. What is meant by falling in love?
- b. Is there such a thing as "love at first sight"?
- c. Is there only one person in the world to whom I could be happily married?
- d. How can I recover from a disappointment in love?
- e. Can one use the romantic love motif so often portrayed in fiction and the movies as a guide for choosing a mate?
- f. What are the advantages of the period of courtship?
- g. What factors should be considered when choosing a mate?
- h. What factors are most predictive of marital happiness?

9. Marriage.

- a. What is the significance of marriage?
- b. What are the legal aspects of marriage?
- c. What are the factors which make for success in marriage?
- d. What are the advantages of a long engagement; a short engagement?
- e. What type of wedding is best for us?
- f. How should a honeymoon be planned?
- g. What are the adjustments of the first year of marriage?
 - (1) What does each partner expect from marriage?
 - (2) What kind of a home is wanted?
 - (3) What hereditary traits are present in the two families?
 - (4) Shall the wife work?

- (5) How shall the family finances be handled?
- (6) How many children are desired?
- (7) What problems will the relatives create and how can they be solved?
- (8) What attitudes do each of the parties have toward sex adjustment and satisfaction?
- (9) Where there is a difference in religion between the parties, what denomination shall the children follow?

Data From the Students

High school students were asked to give suggestions as to what they would like to have included in a sex education program, if it were presented to them in their high school work. No unit titles were suggested to the students so as not to influence their thought and suggestions. Eight hundred eighty-one students replied with over four hundred fifty different questions, including all the phases of sex education. To list in this study the total of four hundred fifty suggestions by students would present a list too lengthy and repetitious for understanding by the reader. Therefore, the suggestions by the students were grouped, insofar as possible, under the unit headings previously mentioned. Only those topics most frequently mentioned by the students have been included in this study. In preparing the check list for presentation to parents the author sought to keep procedure as simple as possible. To this extent he endeavored to utilize the unit headings as derived from the

literature, and to group under these headings those student topics which most logically fit. Thus the data from the literature and from the students is similar in respect to unit headings, but all dissimilar in specific topics under each heading. A miscellaneous unit was formulated containing topics which seemed to overlap several units but yet did not seem to fit harmoniously under any one unit or topic already selected.

The phases of sex education covered by the students carried out the words of Benjamin C. Gruenberg:

"Sex education must go beyond anything that the several sciences can tell us about the physiology of reproduction, or even the psychology of infatuation. It must reach into basic values of human life, and, therefore, involves philosophy or morals, as well as science. It must attend to the formation of attitudes toward those values and, specifically toward the individual person, and toward mankind. Whatever sex education can possibly achieve, patterns of sexual behavior will grow out of what we can come to consider sound attitudes and sound relationships among boys and girls.²"

The compiled list from the students' questions that was presented to the parents appear as follows:

1. Reproduction

- a. What is the process of reproduction in the male?
In the female?
- b. How do the embryo and fetus grow?
- c. What is the process of birth?
- d. How does fertilization take place?

2. Gruenberg, Benjamin C., Trends and Goals in Sex Education; Child Study, Fall, 1948, p. 121.

- e. What are Caesarian operations?
- f. What are the conditions that make it necessary for Caesarian operations?
- g. What are "miscarriages"?

2. Heredity and Human Life

- a. How can hereditary characteristics be transmitted to children?
- b. Can you determine what characteristics the baby will have before birth?
- c. Why cannot cousins or close relatives marry?
- d. What determines the sex of a baby?
- e. What are twins?
- f. Why are some people born with defects and others not?
- g. What is the RH factor?
- h. Are twins hereditary?
- i. What causes midgets?
- j. What diseases can be inherited?
- k. If one looks like one of his parents, does that necessarily mean he will have the same qualities of character?
- l. What causes abnormal mentalities?

3. Prenatal Growth and Development

4. Growth During Infancy and Childhood

5. Development During Adolescence

- a. At what age does menstruation generally start?
- b. What is the "rhythm cycle"?
- c. What are the changes that take place which bring about menstruation at puberty?

- d. Why shouldn't teenagers use tampons?
- e. What effect does exercise have on menstrual flow?
- f. Is there any way of regulating the menstrual period?
- g. What is the menopause? At what age does menopause begin?
- h. What are the emotional changes most frequently accompanying menopause?
- i. What causes cramps?
- j. What causes excessive menstrual flow?
- k. What special personal hygiene should be observed during menstruation?
- l. What are seminal emissions?
- m. What causes seminal emissions?
- n. What are the effects of frequent seminal emissions?
- o. What is the proper vocabulary for the male and female sex organs?
- p. What is the purpose of the hymen?
- q. What does "ovulation" mean?
- r. Why do boys and girls sometimes have complexion blemishes during adolescence?
- s. Do boys mature sexually at an earlier age than girls?
- t. Why do some girls develop physically faster than others?
- u. What harm is there in girls playing boys' rules in competitive sports?
- v. What is masturbation?
- w. Is masturbation normal?
- x. What are the emotional and physical effects of masturbation?

6. Happy Relationships with Other Sex

- a. How can one tell when one is in love?
- b. Is there such a thing as "love at first sight"?
- c. Why do some parents think that a seventeen-year-old isn't capable of being in love?
- d. What makes people fall in love?
- e. Does physical attraction have anything to do with love?
- f. How can one be popular?
- g. How can one overcome timidity?
- h. What is homosexual behavior?
- i. What is "petting"?
- j. What harm is there in "petting"? Emotional? Physical?
- k. If love prevails, is "petting" o.k.?

7. What I Need to Know to be Successful in Dating

- a. How old should a boy or girl be before "dating"?
- b. Is it advisable to go steady at first?
- c. Is it proper to go "Dutch"?
- d. Is it all right to kiss on the first date?
- e. Is it all right to make blind dates?
- f. Should a girl consent to go with a boy whom she has known only a short time?
- g. Should the girl ever take the initiative in arranging a date?
- h. How can a boy and girl become acquainted without proper introduction?
- i. How should one act with a girl when going out with her for the first time?

- j. How can a girl tell a boy to keep hands off without hurting his feelings?
- k. Who has the greater responsibility on dates?
- l. Is it all right to have pick-up dates?

8. Courtship

- a. Is it advisable for people of different religions to go together? Marry?
- b. What should one do when one's family dislikes his friends?
- c. How much should the boy and girl know about each other before marriage?
- d. How important are common interests in marriage?

9. Marriage

- a. What age difference should there be between husband and wife?
- b. Is physical attraction the main thing to be considered in marriage?
- c. Why are blood tests sometimes required before marriage?
- d. What are some of the causes of unsuccessful marriages?
- e. What responsibilities should be the husband's? The wife's?
- f. What are double standards?
- g. What is birth control? Where should the young couple get this information?

10. Miscellaneous

- a. What is sterility?
- b. What is sterilization?
- c. What is frigidity? Is it normal?
- d. What are auto-erotic activities?

- e. What are venereal diseases?
- f. How are venereal diseases contracted?
- g. Why are blood tests taken of all expectant mothers?
- h. At what age do boys and girls become fertile?
- i. Can conception occur in any way except through intercourse?

SUMMARY

A review of the literature available in the field revealed a suggested list of units and topics which might be incorporated into a course in sex education. This list was compiled by using only those topics which appeared most frequently in the literature.

A second list was formulated of topics appearing most frequently in the survey made to determine the needs and interests from the high school students' point of view. Pupil topics were grouped under the same unit headings as derived from the literature. One exception to this list is a miscellaneous unit containing topics which did not seem to fit harmoniously into any previously-determined unit headings.

It will be noted that the units and topics on Prenatal Growth and Development, and Growth During Infancy and Childhood were suggested in the literature but no topics specifically relating to these titles were suggested by the students. This may have been due to the fact that these phases

of the study tended to be more technical, or that at this age of the student life they are of little importance to him. This latter fact is indicated by the lack of response shown in these certain topics.

Venereal diseases were not taken up in this study as it is a general practice today to consider them as communicable diseases, and they are generally studied with the study of the other communicable ones. If the question of venereal diseases should come up, they could very well be studied with these units.

CHAPTER IV

PARENTS' INDICATION OF PREFERENCE OF UNITS AND TOPICS

The lists of topics shown in Chapter III, made up from the suggestions in the literature, and from students' suggestions, were given to the parents of the Antelope, Florence, and Lone Rock communities for their evaluation and suggestions. Of the two hundred parents contacted, one hundred and nine returned the lists. Table II is the parents' indication of preference, based on approval of topics under unit headings selected from the literature. Table III is the parents' indication of topics suggested by the students under the unit headings given them from those suggested from the literature. The student topics were classified under the same unit headings suggested by the literature to keep clarity in the two lists. The number of "disapprovals" indicates that parents objected to the teaching of all of the topics under the unit heading.

Table II and Table III indicate that the parents were decidedly in favor of the units being taught in our high school program. In setting up a program of this kind, the community should, in part, decide on what should be presented to their boys and girls. Some parents might feel that their children do not need this type of information, or that they are getting it in the home, which is the more favorable place for our children to get sex education. Since the

majority, or rather a good many homes, do not give their children the information that they should have, then it may be expected that the community and the school should work out a program that will take care of these needs of the children.

TABLE II

Parents' indication of preference based on approval of topics under unit headings selected from the literature

Units of Study	Approved	Disapproved
1. Reproduction	107	2
2. Heredity and Human Life	104	5
3. Prenatal Growth and Development	100	9
4. Growth during Infancy and Childhood	106	3
5. Development during Adolescence	104	5
6. Happy Relationships with other Sex	107	2
7. What I Need to Know to be Successful in Dating	105	4
8. Courtship	105	4
9. Marriage	104	5

TABLE III

Parents' indication of preference of unit topics
suggested by the students

Suggested Units	Approved	Disapproved
1. Reproduction	95	14
2. Heredity and Human Life	106	3
3. Prenatal Growth and Development	101	8
4. Growth During Infancy and Childhood	106	3
5. Development During Adolescence	101	8
6. Happy Relationships with Other Sex	102	7
7. What I Need to Know to be Successful in Dating	104	5
8. Courtship	104	5
9. Marriage	107	2
10. Miscellaneous	103	6

The following Figures show a break-down of each of the Units with its topics, giving the percentile of parental approval of each topic under unit heading. The Units are shown in comparison; i.e., the evaluation of each Unit from the literature is followed by the evaluation of corresponding Unit from the student suggestion. This was done to enable the reader to see at a glance how parental approval on each topic from the literature compared with the approval given to corresponding topic from the students' suggestions.

Certain topics under each of the Units received more

parental objection than the Unit title as a whole. This would indicate that the area should be taught, but certain suggested topics might be better left out of the teaching. The student-suggested topics received a higher percentage of disapproval than did those from the literature, indicating that the students might have been too direct with their information.

Figures 1 and 2 are a comparison of the Units on Reproduction, showing the percentile of parental approval of each of the Units. Figure 1 is based upon parents' approval of unit title and topics from the literature.

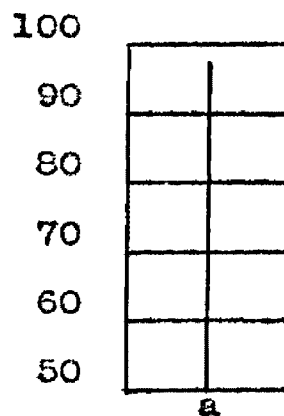


Figure 1
Reproduction
Topics from Literature

Figure 2 is taken from the students' suggestions of topics under Reproduction title. The parental approval on the students' suggestions ran from ten to thirteen percent less than that on the literature. This may indicate that the students were too direct about the information they wished to receive.

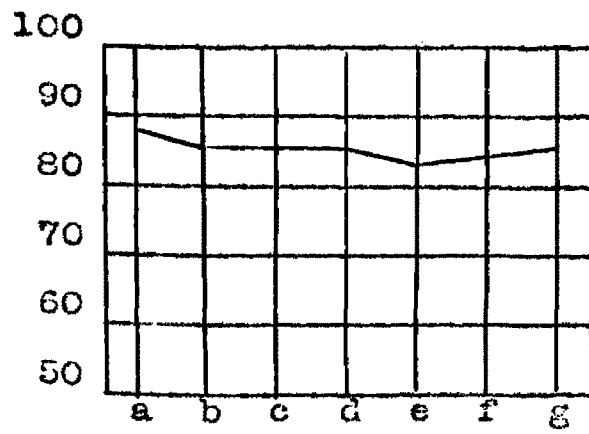


Figure 2
Reproduction
Topics from Students

Figures 3 and 4 show a comparison of the two Units on Heredity and Human Life. Here we find that the percent of parental approval is about the same in both the literature

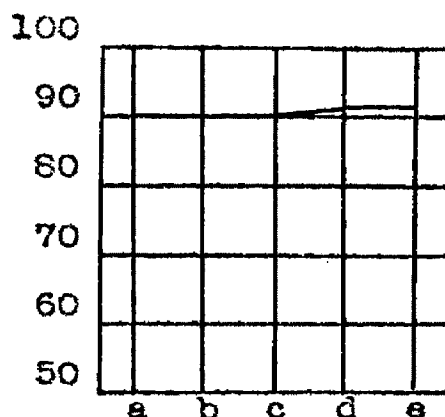


Figure 3
Heredity and Human Life
Topics from Literature

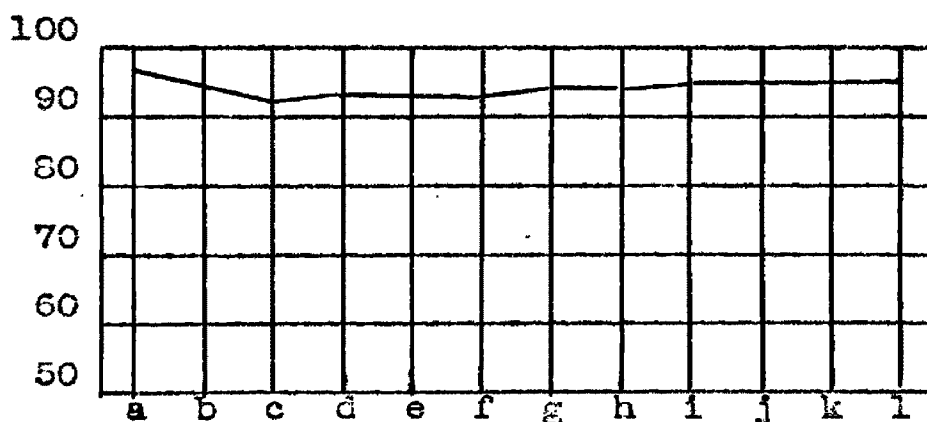


Figure 4
Heredity and Human Life
Topics from Students

and the students' suggestions. We also find the information requested by the students about the same as that presented in the literature.

Figures 5 and 6 are a comparison of the two Units on Prenatal Growth and Development, showing the percentile of parental approval of each unit. Figure 6 is for the Unit

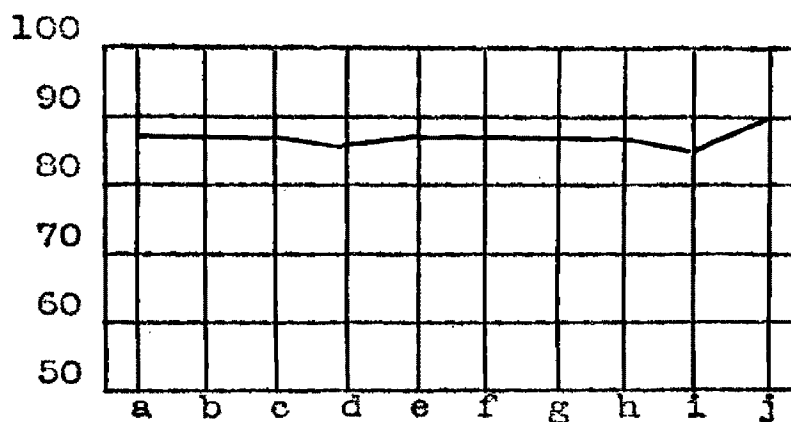


Figure 5
Prenatal Growth and Development
Topics from Literature

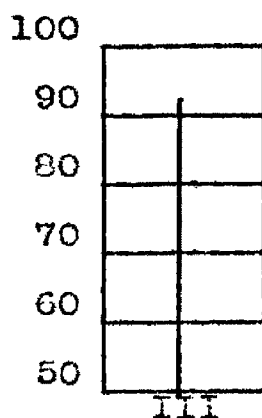


Figure 6
Prenatal Growth and Development
Unit heading given Student Topics

as there were no topics entered by the students under this Unit. This may be due to the fact that the students were not thinking of this part of their development as being important at this time. Ninety-two percent of the parents did score the Unit on the students' check list, which is an

indication that the Unit on Prenatal Growth and Development may be an important part of the sex education program, even though the students failed to show an interest in this area.

Figures 7 and 8 are a comparison of the two Units on Growth During Infancy and Childhood. Figure 8 is the Unit as suggested by the literature as there were no student

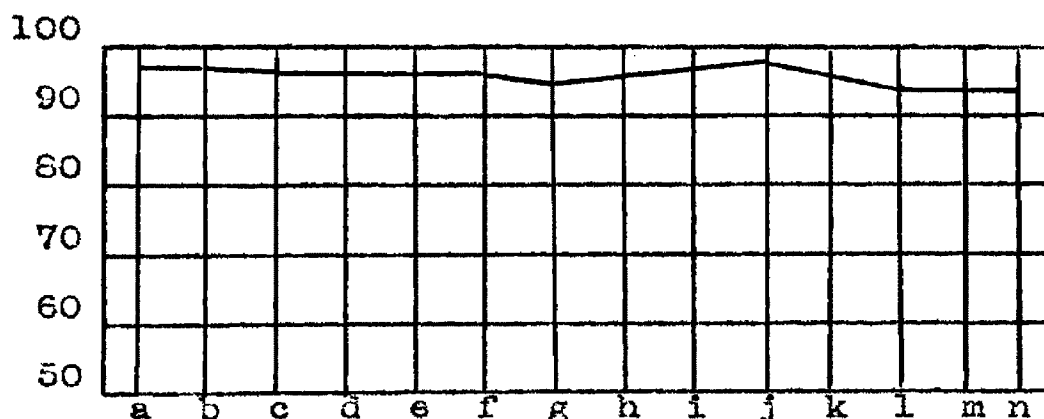


Figure 7
Growth During Infancy and Childhood
Topic from Literature

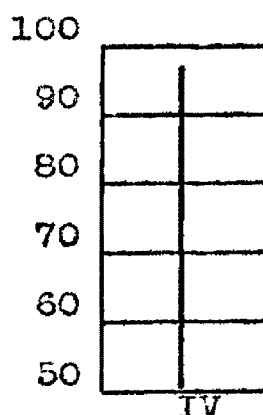


Figure 8
Growth During Infancy and Childhood
Unit Heading given Student Topics

questions in this Unit. The parents here again showed a ninety-seven percentile approval of this Unit being taught.

From the fact that no topics dealing with Prenatal Growth and Growth During Infancy were suggested by students we would gather that the students are most likely not concerned about this stage of their development as being important to them, since they have passed through this period of their development. In this Unit we find the parental approval running the highest on a whole of any of the other Units. This would tend to indicate that in the opinion of parents this stage of the child's development is a very important period and should be included in a course in sex education.

Figures 9 and 10 are a comparison of the two Units on Development During Adolescence. Here we find the largest number of topics under each unit. This may be as expected.



Figure 9
Development During Adolescence
Topics from Literature

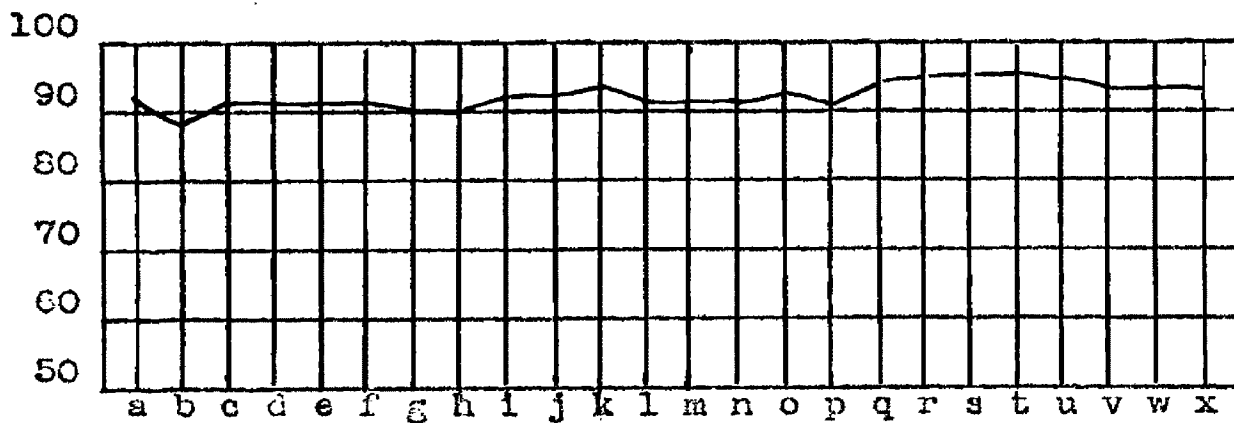


Figure 10
Development During Adolescence
Topics from Students

since this is the period that the children are now in, and, of course, they are more concerned about this stage of their development. The parental percentage of approval is also high in both of these units, which would tend to indicate

that information along this line should be included in a course of this kind.

Figures 11 and 12 are a comparison of the two Units on Happy Relationships with Other Sex. The parental approval for Figure 11, taken from the literature, and Figure 12, taken from the students is the same, both running from 94

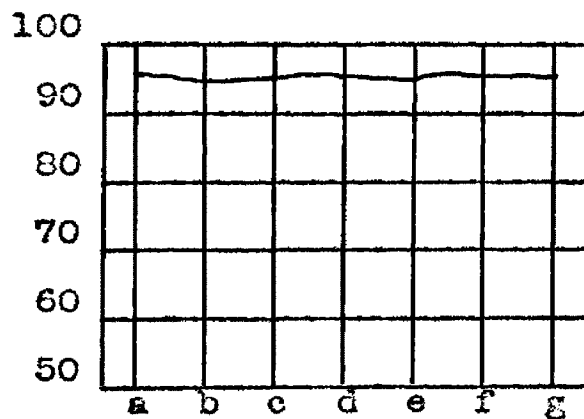


Figure 11
Happy Relationships With Other Sex
Topics from Literature

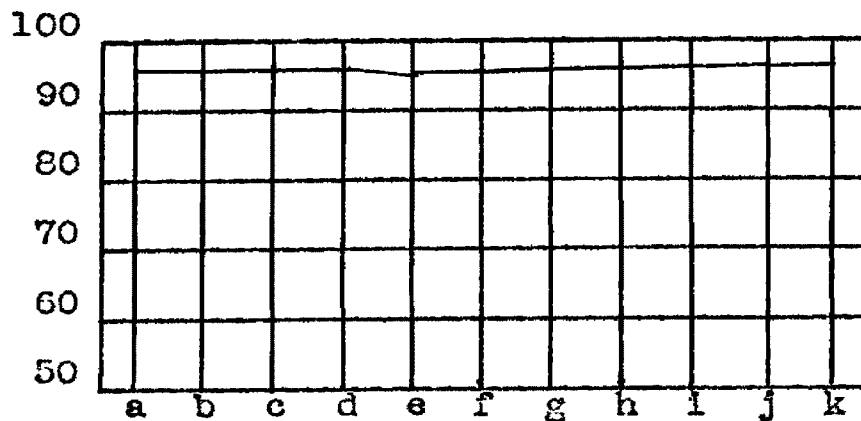


Figure 12
Happy Relationships with Other Sex
Topics from Students

and 95 percent. Both of these units deal with social behavior of the children whenever they are on dates or in mixed

groups. The high percentile of approval here may indicate that the parents feel the children should have instruction in this area.

The amount of emphasis placed upon given areas of instruction may well be based upon the interest shown by parental and pupil response. That is to say, that where the student and parental interest both run high for particular units, the teacher may be well justified in devoting more time to those areas of interest and cutting down instructional time allowed to units where both parental and student interest are lower.

Figures 13 and 14 are a comparison of the Units on What I Need to Know to be Successful in Dating. We find the response on this unit similar to that on the preceeding Unit - that is, a high percentage of approval. This is probably due to the nature of the material presented in each of the Units, primarily information dealing with social behavior.

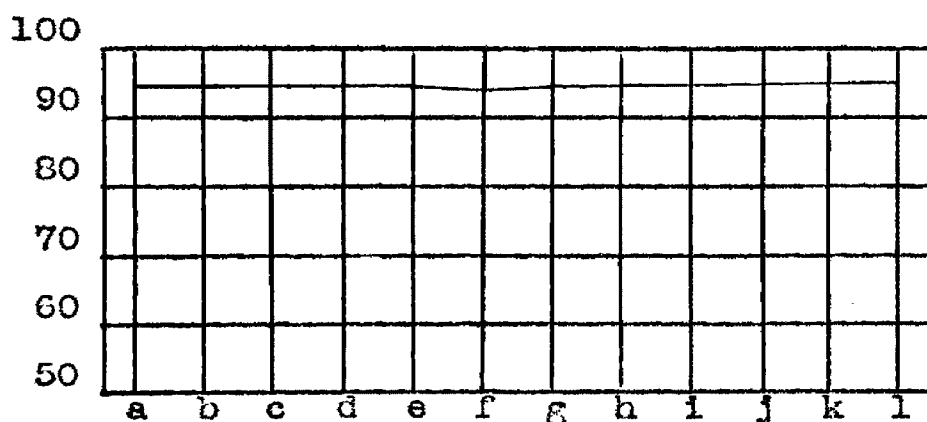


Figure 13
What I Need to Know to be Successful in Dating
Topics from Literature

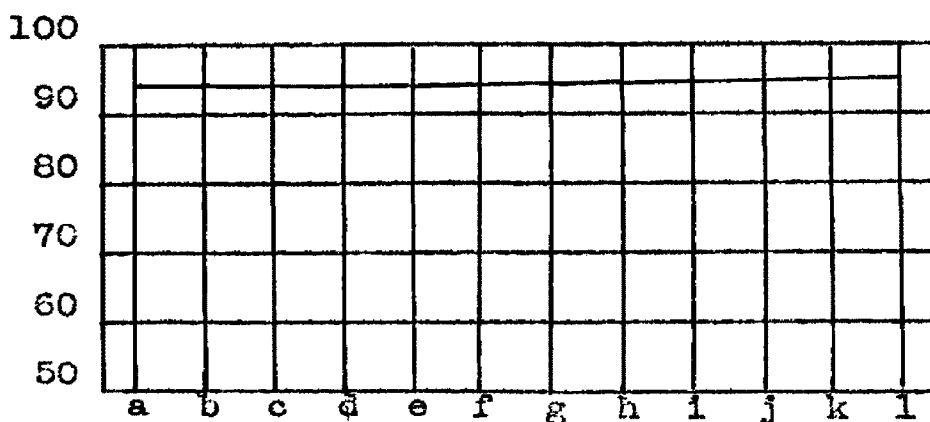


Figure 14
What I Need to Know to be Successful in Dating
Topics from Students

Figures 15 and 16 are a comparison of the two Units on Courtship. Both Units show a high percentile of parental approval, indicating that this information may be valuable in a course of this kind.

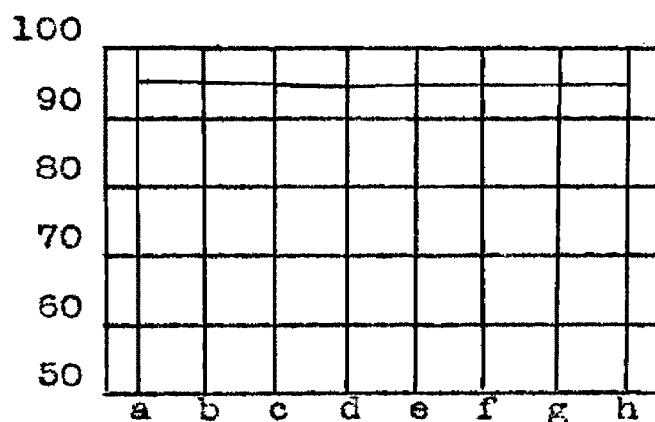


Figure 15
Courtship
Topics from Literature

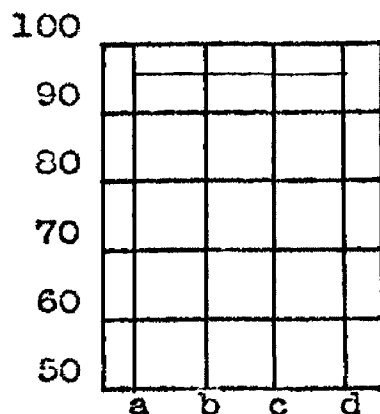


Figure 16
Courtship
Topics from Students

Figures 17 and 18 are a comparison of the two Units on Marriage.. We find a rather even percentile of approval from both the literature and the students' suggestions.

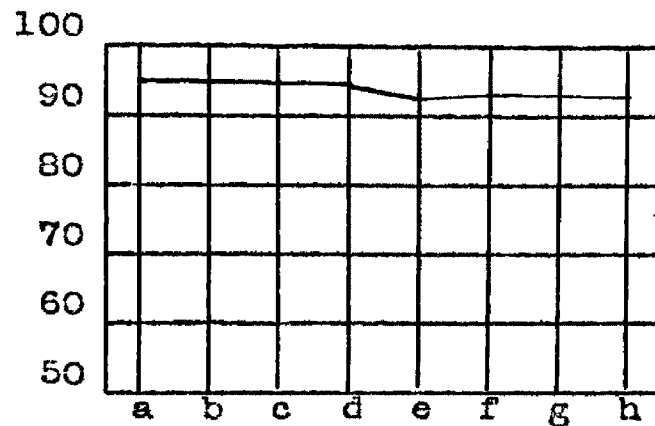


Figure 17
Marriage
Topics from Literature

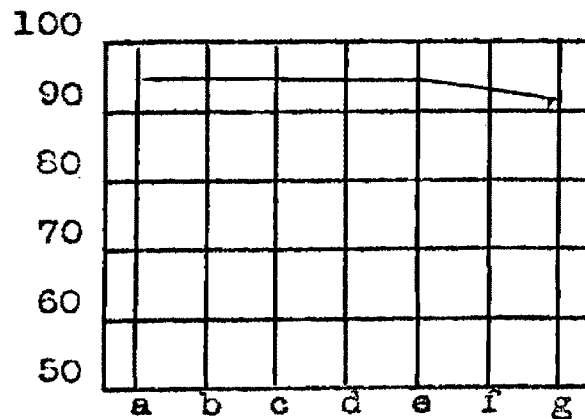


Figure 18
Marriage
Topics from Students

Figure 19 shows the percentile of parental approval on the Miscellaneous unit from the students' list. These topics did not fit into the other units, but were topics upon which students had requested information.

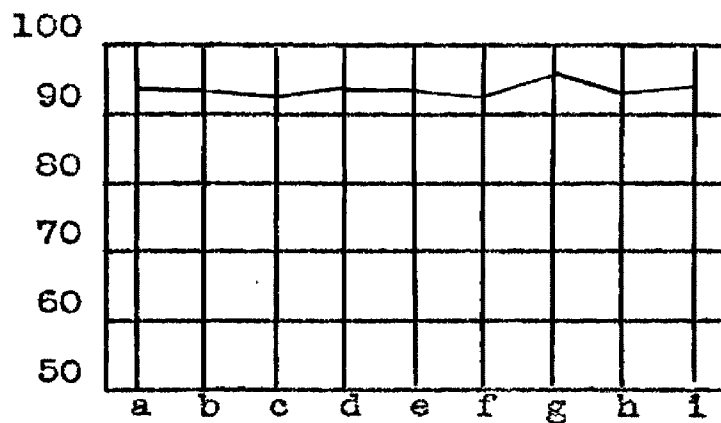


Figure 19
Miscellaneous

SUMMARY

A Miscellaneous unit was added to the students' list to cover certain topics not included in the other units suggested by the literature, but which did appear frequently in the questions submitted by the students.

The evaluation by the parents showed that the Unit and its topics on Reproduction from the students' suggested list received an eleven percent greater disapproval than did the corresponding Unit and topics from the literature. This may indicate that the students were seeking information that the parents felt should be left out of the study at this time.

The students failed to express an interest in either of the Units on Prenatal Growth and Development, and Growth During Infancy and Childhood. This may have been due to the fact that the students had passed through this stage of their development and were not thinking of it as being important in a course in sex education. The parents scored a high percentile of approval for both of these Units, which would indicate that both could be considered as important parts of the course.

The students and the literature suggested far more topics under the Unit "Development During Adolescence" than were suggested under each of the other Unit headings. More time should probably be spent in instructional periods where student interest is highest. Student interest could be normally expected to run high in problems of adolescent development because they are in their high school years going through the stage of adolescent development. These are the problems that are now facing them and would seem to be of much more importance to them than those remote from their daily experiences.

With one exception, all of the units from the literature and from the suggestions by the students received a rather high percent of parental approval. The Unit on Reproduction suggested by the students received an eleven percent greater disapproval than the Unit on Reproduction from the literature. It was felt that most of the topics on Reproduction could be

included in the recommended course. The topic "What are Caesarian operations?" received the greatest amount of disapproval but still scored an eighty-three percent approval by parents as being information that might be presented to the high school children.

Figures 20 and 21 show the comparison of Unit headings with relation to the topics following the Unit headings. It is noted that all Units ran fairly uniform except the Units on Reproduction where the parental approval dropped eleven percent less on the Unit topics suggested by the students.

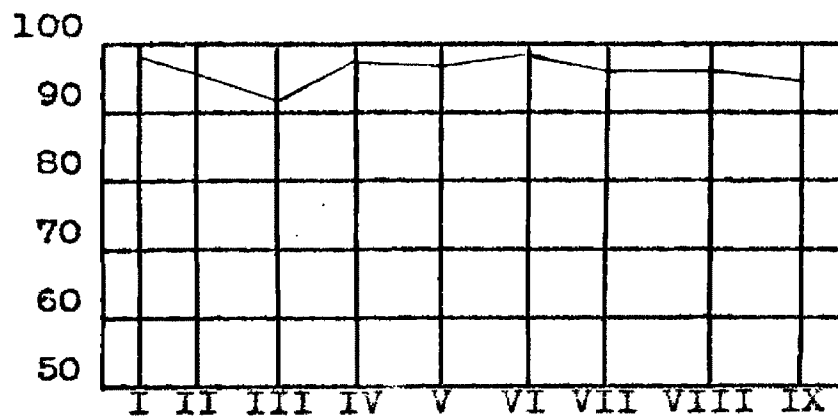


Figure 20
Units from the Literature

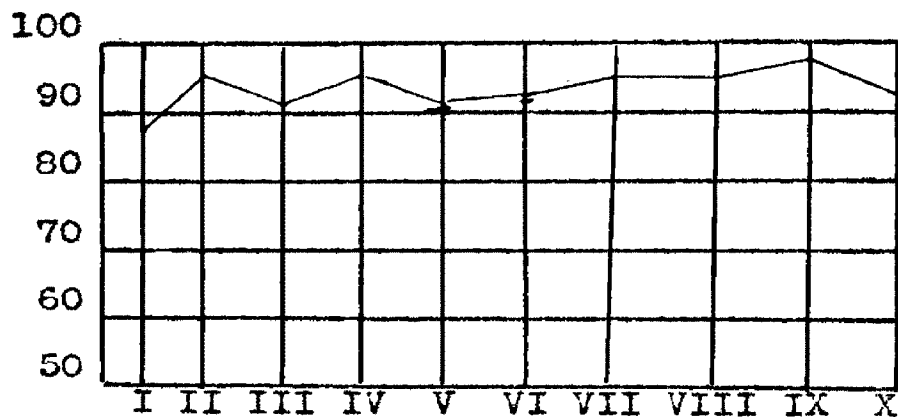


Figure 21
Units from the Students

CHAPTER V

THE RECOMMENDED COURSE CONTENT

From the lists of Units and topics shown in Chapter III, compiled from the suggestions in the literature, and the suggestions of the high school students, and keeping in mind the percentile approval of the parents as shown in Figures 1 through 19 in Chapter IV, a recommended list of Unit headings and topics may be formulated for incorporation into a course in sex education on the secondary level. The combined list should be one that will cover all areas of study in sex education, which will promote the whole learning of the students; one that will give him wholesome understanding of his physical, emotional, and social wellbeing. Sex education has been referred to in this study as a phase of character education; and character education is impossible, or at least incomplete, if sex is ignored.

The Units, Prenatal Growth and Development, and Growth During Infancy and Childhood were suggested in the literature but were not included in the students' suggestions. This lack of interest shown by the high school youngsters is most likely due to the fact that they were not thinking about this stage as being important to a sex education program to fit their needs. These Units received a strong approval by the parents, and were included in the recommended course as

an important part of the study. A well-rounded sex education program would most likely not be complete if instruction in Prenatal Growth and Development, and Growth During Infancy and Childhood were to be left out.

The remaining Units of the recommended course were made up from the suggestions from the literature and the high school pupils', keeping in mind from the two suggested lists the topics that might promote the whole learning of the high school student, to help him build a sound basis for marriage, family life, and constructive community living; to stimulate the assumption of social responsibilities, and develop normal associations between the sexes. The general approval given by parents to the inclusion of all the suggested areas of sex education seems to indicate that the school might be the most logical place for presenting sex education to the children. Teachers do not necessarily know and understand more than the parents about sex problems, but do have the training and means for organizing instructional material for teaching better than most parents.

The following list of Units and topics is based upon parental approval of Units and topics recommended by the literature and students.

1. Process of Reproduction

- a. Plants
- b. Animals
- c. Human

- (1) Process of reproduction in the female
- (2) Male phase of procreation
- d. The process of fertilization
- e. Growth of the embryo and fetus
- f. The process of birth
 - (1) Natural
 - (2) Caesarian
- g. Miscarriages
 - (1) Some of the conditions contributing to miscarriages.

2. Heredity

- a. Definition
- b. Characteristic hereditary features transmitted to children
- c. Consequences of marriage between cousins or close relatives
- d. Some of the mistaken ideas about heredity that are still prevalent
- e. Traits which are hereditary; physical and mental
- f. Diseases which are hereditary

3. Prenatal Growth and Development

- a. Prenatal and postnatal periods of life
- b. First indications of pregnancy
- c. Complications that may arise during pregnancy
- d. Sources of free or inexpensive literature for interested prospective parents

4. Growth During Infancy and Childhood

- a. Period of life included in infancy

- b. Some of the most frequent causes of death during the first month
- c. Some common health problems of infants
- d. Diseases that may be prevented in infancy
- e. Characteristic features of growth and development during infancy
- f. Period of life covered by childhood
- g. Characteristic features of growth and development during childhood
- h. Some common health problems of childhood
- i. Important habit training during childhood
 - (1) Eating
 - (2) Sleeping
 - (3) Health
 - (4) Courtesy
- j. Establishment of good sex attitudes
- k. Needed pre-school sex instruction
- l. Some information parents may secure that is free or inexpensive about growth and development during childhood

5. Development During Adolescence

- a. Period of growth adolescence covers
- b. Definition of puberty
- c. Physical changes that take place during adolescence in body form, height, weight, genital organs, and in the secondary sex characteristics
- d. Causes of the physical changes during adolescence
- e. Names, locations, and functions of the endocrine glands

- f. Names, locations, and functions of the male reproductive organs
 - g. Seminal emissions and causes
 - h. Effects of frequent seminal emissions
 - i. Names, locations, and functions of the female reproductive organs
 - j. Process of ovulation
 - k. Menstruation
 - (1) Age at which menstruation begins
 - (2) The rhythm cycle
 - (3) Dysmenorrhea and causes
 - (4) Effects of exercise on menstrual flow
 - (5) Use of tampons for teenagers
 - (6) Special personal hygiene that should be observed during menstruation
 - l. Emotional problems in adolescence resulting from variations in physical growth
 - m. Problems which arise with the desire for independence
 - n. Masturbation
 - (1) Emotional and physical effects of masturbation
 - (2) Auto-erotic behaviors
 - o. Control of sex tension and impulses
6. Happy Relationships with Other Sex
- a. Definition of love
 - b. Factors contributing to falling in love
 - c. Parental attitude toward teenage love
 - d. Petting

- (1) Emotional and physical aspects of petting
- e. Homosexual behaviors
- 7. What I Need to Know to be Successful in Dating
 - a. Traits that boys and girls admire in each other
 - b. Development of desirable personalities
 - c. Desirability of having one or many friends
 - d. Proper method of making new acquaintances
 - e. Development of the ability to converse with people
 - f. Part religion should play in determining your friends
 - g. Desirable age for boys and girls to begin dating
 - h. Dating etiquette
 - i. Advantages and disadvantages of dating one or many persons
 - j. Advantages and disadvantages of blind dates
 - k. Impropriety of pick-up dates
 - l. Responsibilities that are the boys' and the girls' on a date
 - m. Places of entertainment that are offered to the boys and girls in the community; desirable and undesirable for wholesome relationships between the sexes
 - n. The cost of different types of entertainment
 - o. Propriety of "dutch" dates
 - p. Use of alcoholic beverages and drugs
 - (1) Emotional and physical results
 - q. Parental objections to your friends
 - (1) Social and religious

8. Courtship

- a. Advantages and disadvantages of long and short engagement periods
- b. Factors the couple should discuss and agree upon before marriage
 - (1) What does each partner expect from marriage?
 - (2) What kind of home is wanted?
 - (3) What hereditary traits are present in the two families
 - (4) Shall the wife work
 - (5) How shall the family finances be handled?
 - (6) How many children are desired?
 - (7) What problems will the relatives create?
How can these be solved?
 - (8) What attitude does each of the parties have toward sex adjustment and satisfaction?
 - (9) Where there are religious differences between the parties, what denomination shall the children follow?
 - (10) What type of honeymoon is desired?
 - (11) What type of wedding will be desirable?
 - (12) What common interests and conflicting interests do the parties have?
- c. Venereal diseases

9. Marriage

- a. Legal aspects of marriage
- b. Significance of marriage
- c. Factors contributing to a successful marriage
- d. Desirable age difference between husband and wife
- e. Adjustments to be made in the first year of marriage

- f. Responsibilities which should be the husband's and which should be the wife's
- g. The meaning of the double standard in marriage

SUMMARY

A list of Unit headings and topics was formulated, based upon the recommendations of the literature and the suggestions from the students, with the evaluation by the parents.

Units 3 and f, Prenatal Growth and Development, and Growth During Infancy and Childhood shown in the recommended list, appear in this study, even though the students did not suggest topics in this area. This lack of interest shown by the high school youngsters is most likely due to the fact that they were not thinking about this stage as being important to a sex education program to fit their needs. These units both received a high percent of approval from the parents, indicating a need for instruction in these units.

The student suggestions were edited to clarify their meaning. The suggestions made by the students, and the suggestions for course content found in the literature were similar. Both lists, in general, covered the field in sex education as defined by this paper.

The Miscellaneous unit in the student list was omitted in the recommended list, as those topics were correlated in the other nine units of the study.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Sex education becomes more than the teaching of the facts of reproduction or the horrors of venereal diseases, but involves the teaching of the whole child; i.e., it should involve the physical, mental, and emotional phases of human relations as they are affected by sex, and should cultivate attitudes and patterns of conduct related to sex. It may be broadly defined as an introduction to the problems of life as they relate to friendship, courtship, marriage, and home-making.

In the limited study made, the author found no state-adopted course of study, although some schools in these states do present courses in sex education. Information gathered revealed that generally within the states studied each school, where sex education courses have been presented, determines what it teaches and how it shall be taught.

The recommended lists of topics found in literature, and the needs and interests as indicated by student suggestions are generally in accord, with the exception of the Unit on Prenatal Growth and Development, and that on Growth During Infancy and Childhood. In these two Units or areas of study such topics suggested by the literature were not included in the suggestions by the students. This is mostly due to the fact the high school youngster is not thinking

about this stage of his development as being important, since he has passed through this period.

It would seem that the instructional time extended to any educational program should, in part, be allotted in comparison to student interest. Those units in which student interest runs high, such as Development During Adolescence, might well be allowed a longer period of time than one in which interest is less. However, we must not forget that in our educational program instruction may have to be presented where student interest is light, and at least the basic problems must be covered if a well-rounded total program is to be presented.

Student topics were listed under the Unit headings suggested by the literature. In general, the student topics were much more specific than those suggested by the literature. Parental approval, in general, was lower here, which might be indicative of the fact that students were too specific about the information they wished to receive.

The attitude of the parents, as shown in Figures 1 through 21, reveals their general approval of a sex education course. This would seem to show there is a shift in the direction of education in that now parents are considering the educational program as one which affects the whole personality of the child and involves emotions and attitudes as well as facts and rules.

There appears to be a general weakness in the study,

however, in that the number of parents reached was rather small in relation to the number of students contacted. Of the two hundred parents contacted, only one hundred nine returned the questionnaires.

There was a good interest shown by the students in a course in sex education being presented in our high schools; this is indicated by the fact that eight hundred eighty-one of the eleven hundred contacted returned suggested topics.

This study is also limited in that nothing was considered in how sex education might be taught, nor who would do the teaching. Both of these factors must be worked out in the school before a course can be included in the high school program.

RECOMMENDATIONS

As an educator in close contact with the young people in our schools, observing their behavior patterns, and at times trying to help them adjust to the problems confronting them, and from this study, the writer makes the following recommendations for future research in this field:

1. A similar study made parallel to this study, only with a wider range of parents and students, such as a spot check made of different communities throughout the state. This would give a comparison of the needs and interests of the communities in the state with the result of working out a course that would more nearly fit the different schools of the state.

2. This suggested course correlated with the subject material of our present high school program, as one method of presentation, as against the teaching of sex education as a separate course within the high school.

3. A survey of the schools in Montana that are now teaching sex education to determine what is being taught and how it is taught.

4. A study of teacher training and qualifications for the effective presentation of a course in sex education.

5. A study parallel to this, only when parents rate the topics, have them do this on a rating scale of importance. This would add more meaning to such a study.

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Reproduction:

- * "Human Growth". Oregon Film.
- * "Human Reproduction". McGraw Hill

Marriage and Family Relations:

- * "This Charming Couple". McGraw Hill
- * "Marriage Today". McGraw Hill
- * "Choosing for Happiness". McGraw Hill
- * "It Takes All Kinds". McGraw Hill
- * "Who's Boss". McGraw Hill

Menstruation:

"The Story of Menstruation". International Cellucotton Products Co., 919 North Michigan Avenue, Chicago, Ill.

- * Available in the Montana State Film Library, Helena, Montana.

APPENDIX

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
Los Angeles 12, California

Mr. Edward K. Wright
Superintendent of Schools
Antelope, Montana

Dear Mr. Wright,

We very much appreciate your interest in gathering some research data regarding education for marriage and parenthood. However, it is very difficult to give any adequate picture because of the wide variation in the program of our various schools. Some have excellent programs, some nothing.

California has a highly decentralized system of education. Each school board and administration determines pretty much what it teaches and how. We have a state Curriculum Commission which develops suggestive curricula. Probably the most common approach is a unit in the required senior problems or social problems course, as it is sometimes called. Homemaking teachers are moving ahead and including units on mate selection, marital adjustments, child care, etc. Biology teachers are doing an increasingly more complete job leading up to and including human reproduction and the problem of inheritance. Some 9th grade social science courses are giving a good deal of emphasis to the family as an institution and the problems of family relationships. In some schools, the health and physical education people are doing a good job handling problems of venereal disease and sex hygiene. These groups are naturally those problems which are specific to the sexes.

The rest of the courses are increasingly being handled coeducationally and one school is at present contemplating a required course for seniors, both boys and girls, on family relations. The course would be composed of units on mental hygiene, consumer education, home nursing, and first aid, courtship and mate selection, family relations and child psychology. You will thus note that there are two trends, one of "a course", and the other of urging each member of the faculty to make a contribution to helping the individual understand himself and the problems of courtship and marriage.

Under separate cover, I am sending you a copy of the Teachers Guide in Health Education for Secondary Schools. It contains suggested curricula materials which I think will be very specific in indicating some of our approved materials.

I shall enclose also a bibliography on sex and marriage education prepared by our Consultant in Parent Education, and also a copy of the program of the Training Center in Family Life, Health, and Social Relations, held at the University of California the past two summers, designed specifically to train high school and junior high, and elementary school teachers, public and school health nurses, and ministers to move ahead in this area.

San Diego is developing a good program which was written up on a recent issue of the Ladies Home Journal. Perhaps you saw it. If you desire a more complete write-up of the San Diego program, you will find it in the publication "Human Relations Education" by G. G. Wetherill, published by the American Social Hygiene Association, New York.

Palo Alto has required courses in hygiene for boys and girls separately at the 9th and 12th grade levels. Pasadena has a required course in biology for the 10th graders and an elective year course in marriage and family relations in the Junior College. They have also attempted to integrate the homemaking skills into a number of departments.

Mrs. Marjorie Lobdell has a popular elective course at Centinela Valley Union High School, Inglewood, California. Miss Corinne Price has been working separately with boys and girls in a small rural high school at Brea, California. Miss Ethel Cooley, Dean of Women, San Luis Abispo High School has an elective mixed group at the 12th grade level. These should serve to indicate the wide varieties of approaches if you want to follow up on these further.

Such progress as we are making in California is due largely to the interest and support given the program by our California Congress of Parents and Teachers. Since school administrators recognize the importance of the task but fear to move ahead because of possible objections by parents, P.T.A. is the strategic group to approach administrators and seek their cooperation in forwarding the program. More and more we are attempting to think of sex education as just a part of a broad field of family life education. I am enclosing a tentative statement of such a program I just recently prepared.

I trust that this material will be helpful.

Very Cordially,

Ralph G. Edkert
Consultant in Parent Education

STATE DEPARTMENT OF EDUCATION
Rex Putnam
Superintendent of Public Instruction
Salem, Oregon

Mr. Edward K. Wright
Supt. of Schools
Antelope, Montana

Dear Mr. Wright:

The number of requests for information concerning the program of sex education in our Oregon schools has necessitated the preparation of a form letter covering the main points of interest to those sending in inquiries. If this information does not answer all your questions, please feel free to write to us again.

Sex education is not compulsory in our schools as a great deal of the publicity which has been given our program would indicate. We have a law in our state requiring health and physical education to be taught in all schools at all grade levels, but this law makes no reference to sex education. Although we have allowed for fairly thorough sex education content in the various units in our health course of study, it is not being taught throughout the state because the teachers, in general, are not adequately prepared to teach the subject well. We feel that, until the teachers in Oregon have the background of knowledge and the emotional stability to teach it, no attempt should be made to make sex education a required part of the health course. Some of our teachers do include sex education in the material they present to their classes, but they are not compelled by law to do so.

The sex education which is carried on in Oregon is conducted through the health education classes. Planned work does not start until the seventh grade level. The information is integrated with the general areas of health education and taught where it would naturally appear. For example, the unit on structure and function of the human body (in the health manual) deals with the structure and functions of the reproductive system in its natural place along with the other systems of the body. This unit also includes information on development into puberty, the units on personal hygiene encompassing the care of the genital organs as well as the other parts of the body. The units on communicable diseases include a study of venereal diseases. Only one unit, the one on mental health and family life education (which is

presented at the twelfth grade level), deals with the subject of family relationships alone.

If you should care to inspect our state health course of study, Health Guide Units for Oregon Teachers, Grades 7 to 12, and examine the units indicated in the foregoing paragraph in the light of their sex education content, we suggest that you write to the Cooperative Bookstore, University of Oregon, Eugene, Oregon. This store is in charge of the out-of-state distribution of the manual, the price of which is \$3.40.

We are inclosing a copy of a letter which was sent from this office to all the school administrators in the state. You will note that the letter is concerned with the film, "Human Growth", which is a teaching aid to be used by junior high school teachers in connection with one phase of their social hygiene teaching. This material will clarify the stand of the State Department of the Education regarding the teaching of sex education, for the comments which have been made in the letter about the use of the film apply equally as well to the teaching of the entire subject.

The film "Human Growth" has been prepared by the E. C. Brown Trust Division of Social Hygiene Education, University of Oregon Medical School, Portland, Oregon. All information concerning this film and its distribution may be obtained by writing to Mr. Curtis E. Avery, Director of the E. C. Brown Trust, Education Center Building, 220 S. W. Alder Street, Portland 4, Oregon.

At the present time, our program is more on paper than in practice. But, with all of the groups in our state that are concerned with the problem working together for adult education and improvement of teacher training in the colleges, we may eventually have more and more teachers who will be capable of presenting a wholesome, sound program of sex education to our children.

Thank you for your interest in our program.

Sincerely yours,

Rex Putnam
Supt. Public Instruction

THE STATE OF COLORADO
DEPARTMENT OF EDUCATION

Denver 2

November 8, 1949

Mr. Edward K. Wright, Superintendent
Antelope Public School
District No. 19
Antelope, Montana

Dear Mr. Wright:

In reply to your letter of October 28, there is no program for teaching Sex Education in Colorado Schools operating at the present time from the state level.

We are enclosing a copy of our directory of Colorado school officials if you care to write to any of the superintendents listed regarding such teaching in their local districts.

Sincerely yours,

Nettie S. Freed
COMMISSIONER OF EDUCATION

signed by:

Helen H. Downing
Deputy

State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia

PRELIMINARY STATEMENT OF
THE SCHOOL'S RESPONSIBILITY
IN THE FIELD OF HUMAN GROWTH AND RELATIONS

General Policies

1. It is the considered opinion of the group that there is a pressing need for a broad program to include instruction, training, and activities designed to develop healthy attitudes and an understanding of normal human growth, both physical and emotional, and healthy relationships between the sexes from childhood into happy family life.
2. Such a program is much broader than "sex education", although this is a part of the total program. Neither are facts the answer alone; proper attitudes must be developed. Such areas as problems of growing up, personal health, etiquette, emotional adjustment, dating, worthy family membership and child development are also part of the entire picture.
3. It is suggested that this broad field be designated temporarily as Human Growth and Relations. Such a designation indicates the breadth of the program. Other terms in use are Family Life Education, Human Relations, Homemaking and Personal Health and Human Relations.
4. While it may be generally agreed that the primary responsibility for education and training in the field of Human Growth and Relations rests in the home, and that the Church also has a major share in this responsibility, it is also equally obvious that not all parents are adequately prepared to guide their children in this field. Since the home cannot be expected to meet the total need, it is vitally important that the school also accept a position of joint responsibility. It is the unanimous opinion of the group that the school has a definite responsibility for taking leadership in this field.
5. It is recommended that schools take action to discharge this responsibility although the pattern of action will necessarily vary according to various local situations.

Dear Parents:

The following lists of units and topics on Sex Education are being presented to you, for your approval, to determine whether a course in sex education should be presented to our high school youngsters. One list was derived from the literature in the field; the second was made up of questions from eight hundred eighty-one high school children in our Montana high schools. If you think a unit or topic should be taught, please check the Yes column following the unit or topic. If you think it should not, please check the No column.

This work is being done by me, as part of the requirement for my Master of Arts Degree at Montana State University. Your help in answering this list and returning it to me promptly will be greatly appreciated.

Thank you,

Edward K. Wright

PLEASE CHECK THE FOLLOWING QUESTIONS YES IF YOU THINK THE FOLLOWING MATERIAL WOULD BE OF VALUE, AND HAS A PLACE IN THE CURRICULUM OF OUR HIGH SCHOOL. MARK NO IF YOU THINK IT HAS NO PLACE.

The following is a compiles list of units and topics formulated from the literature in the field of Sex Education. Units and topics that might be studied if sex education were to be taught on the high school level.

1. Reproduction:

a. What is the process of reproduction in plants, animals, and humans?

2. Heredity and Human Life:

- a. What characteristics are hereditary?
- b. How are twins produced?
- c. How is sex determined?
- d. What are some of the mistaken ideas about mating and parenthood that still prevail?
- e. What are the social implications of the facts about heredity?

3. Prenatal Growth and Development:

- a. What are the prenatal and postnatal periods?
- b. What happens to the fertilized egg cell while it is in the uterine tube?
- c. What happens to the cluster of cells when it moves into the uterus?

YES	NO

YES NO

- d. What development occurs in the cell cluster between the 10th day and end of the first month of prenatal life?
- e. What development occurs during the second month and each succeeding month of prenatal life?
- f. What are the signs of pregnancy?
- g. What complications may arise during pregnancy?
- h. How is the child born?
- i. What are the characteristic features of the three stages of labor?
- j. What are some of the sources of free and inexpensive materials for interested prospective parents?

4. Growth During Infancy and Childhood:

- a. What period of life does infancy include?
- b. What is the child like at birth?
- c. What are the most frequent causes of death during the first month?
- d. What are the characteristic features of physical growth and development during infancy?
- e. What common health problems occur during infancy?

YES NO

- f. What serious diseases of infancy can be prevented?
- g. What period of life does the term "Childhood" cover?
- h. What characteristic features of physical growth and development occur during childhood?
- i. What are some of the common health problems of childhood?
- j. Why is habit training important during childhood?
- k. How can good eating and sleeping habits be established?
- l. How can sex attitudes be established?
- m. What sex instruction does the pre-school child need?
- n. Where can parents get information and guidance about growth and development of young children?

5. Development During Adolescence:

- a. What period of human growth does adolescence cover?
- b. What is meant by puberty?
- c. What physical changes take place during adolescence in body form, in height, in

- | | YES | NO |
|--|-----|----|
| weight, in the genital organs, in the secondary sex characteristics? | | |
| d. What causes these physical changes? | | |
| e. What are the names, location, and functions of the endocrine glands? | | |
| f. What are the male reproductive organs and their functions? | | |
| g. What are the female reproductive organs and their functions? | | |
| h. What is menstruation? | | |
| i. At what age does menstruation occur? | | |
| j. What is meant by the menstrual cycle? | | |
| k. What is dysmenorrhea? Causes? | | |
| l. What is the process of ovulation? | | |
| m. What happens to the egg after it is discharged from the ovary? | | |
| n. What emotional problems in adolescence result from variations in body growth? | | |
| o. What unusual forms of behavior sometimes occur in adolescence during the process of development? | | |
| p. What problems does the desire for independence create? | | |
| q. How can the adolescent maintain a happy relationship with his parents while he is achieving his independence? | | |

YES NO

- r. What part does the "Crowd" play in the social adjustment of the adolescent?
- s. What are the ways of reacting to sex tension?
- t. How can sex impulses be controlled?
- u. What are seminal emissions?
- v. What is masturbation?

6. Happy Relationships with Other Sex:

- a. What traits do boys and girls admire in each other?
- b. What makes a person attractive?
- c. How can I get acquainted with people of the other sex?
- d. Should I have a few or many friends?
- e. How can I converse with people?
- f. What makes some people popular and others unpopular?
- g. What are the essentials of good grooming?

7. What I Need to Know to be Successful in Dating:

- a. What are the advantages of group dating?
- b. Is it better to date steady with one person or date various people?
- c. What are the advantages and disadvantages of blind dates?
- d. What are the responsibilities of the boy and the girl on a date?

YES NO

- e. What types of entertainment do boys and girls enjoy on dates?
- f. How much do the different types of entertainment cost?
- g. What places of entertainment are there for the boys and girls in the community, and do these places promote or hinder wholesome relationships between the boys and girls?
- h. What is good technique in asking for a date?
- i. How do I introduce people who do not know each other?
- j. What is etiquette in eating in restaurants?
- k. What is meant by "petting" or "necking"?
- l. What effect does petting have emotionally and physically on boys and girls?

8. Courtship:

- a. What is meant by falling in love?
- b. Is there such a thing as "love at first sight?"
- c. Is there only one person in the world to whom I could be happily married?
- d. How can I recover from a disappointment in love?
- e. Can one use the romantic love motif so often portrayed in fiction and movies as a guide for choosing a mate?

YES NO

- f. What are the advantages of the period of courtship?
- g. What factors should be considered when choosing a mate?
- h. What factors are most predictive of marital happiness?

9. Marriage:

- a. What is the significance of marriage?
- b. What are the legal aspects of marriage?
- c. What are the factors which make for success in marriage?
- d. What are the advantages of a long engagement; a short engagement?
- e. What type of wedding is best for us?
- f. How should a honeymoon be planned?
- g. What are the adjustments of the first year of marriage?
- h. Factors the couple should discuss and agree on before marriage:
 - (1) What does each partner expect from marriage?
 - (2) What kind of a home is wanted?
 - (3) What hereditary traits are present in the two families?
 - (4) Shall the wife work?

YES NO

- | YES | NO |
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- (5) How shall the family finances be handled?
- (6) How many children are desired?
- (7) What problems will the relatives create and how can they be solved?
- (8) What attitudes do each of the parties have toward sex adjustment and satisfaction?
- (9) Where there is a difference in religion between the parties, what denomination shall the children follow?

The following list was compiled from the questions submitted by the high school students, as units and topics they would like to have presented in their high school curriculum. Please check YES if you think they have a place in the high school curriculum. Check NO if you do not think they have a place.

1. Reproduction:

- | YES | NO |
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| | |
- a. What is the process of reproduction in the male? Female?
- b. How do the embryo and fetus grow?
- c. What is the process of birth?
- d. How does fertilization take place?
- e. What are Caesarian operations?

YES NO

f. What are the conditions that make it necessary for Caesarian operations?

g. What are "miscarriages"?

2. Heredity and Human Life:

a. How can hereditary characteristics be transmitted to children?

b. Can you determine what characteristics the baby will have before birth?

c. Why cannot cousins or close relatives marry?

d. What determines the sex of the baby?

e. What are twins?

f. Why are some people born with defects and others not?

g. What is the RH factor?

h. Are twins hereditary?

i. What causes midgets?

j. What diseases can be inherited?

k. If one looks like one of his parents, does that necessarily mean he will have the same qualities of character?

l. What causes abnormal mentalities?

3. Prenatal Growth and Development

4. Growth During Infancy and Childhood

5. Development During adolescence:

a. At what age does menstruation generally start?

YES NO

- | | YES | NO |
|--|-----|----|
| b. What is the "Rhythm Cycle"? | | |
| c. What are the changes that take place which bring about menstruation at puberty? | | |
| d. Why shouldn't teenagers use tampons? | | |
| e. What effect does exercise have on menstruation? | | |
| f. Is there any way of regulating the menstrual period? | | |
| g. What is the menopause? At what age does menopause begin? | | |
| h. What are the emotional changes most frequently accompanying menopause? | | |
| i. What causes cramps? | | |
| j. What causes excessive menstrual flow? | | |
| k. What special personal hygiene should be observed during menstruation? | | |
| l. What are seminal emissions? | | |
| m. What causes seminal emissions? | | |
| n. What are the effects of frequent seminal emissions? | | |
| o. What is the proper vocabulary for the male and female sex organs? | | |
| p. What is the purpose of the hymen? | | |
| q. What does "Ovulation" mean? | | |

YES NO

- r. Why do boys and girls sometimes have complexion blemishes during adolescence?
- s. Do boys mature sexually at an earlier age than girls?
- t. Why do some girls develop physically faster than others?
- u. What harm is there in girls playing boys' rules in competitive sports?
- v. What is masturbation?
- w. Is masturbation normal?
- x. What are the emotional and physical effects of masturbation?

6. Happy Relationships with Other Sex:

- a. How can one tell when one is in love?
- b. Is there such a thing as "love at first sight"?
- c. Why do some parents think that a seventeen year-old isn't capable of being in love?
- d. What makes people fall in love?
- e. Does physical attraction have anything to do with love?
- f. How can one be popular?
- g. How can one overcome timidity?
- h. What is homosexual behavior?
- i. What is petting?

YES NO

j. What harm is there in petting? Emotional?
Physical?

k. If love prevails, is petting O.K.?

7. What I Need to Know to be Successful in Dating:

- a. How old should a boy or girl be before dating?
- b. Is it advisable to go steady at first?
- c. Is it proper to go "Dutch"?
- d. Is it all right to kiss on the first date?
- e. Is it all right to make blind dates?
- f. Should a girl consent to go with a boy whom she has known only a short time?
- g. Should a girl ever take the initiative in arranging a date?
- h. How should one act with a girl when going out with her for the first time?
- i. How can a boy and girl become acquainted without proper introduction?
- j. How can a girl tell a boy to keep hands off without hurting his feelings?
- k. Who has the greater responsibility on dates?
- l. Is it all right to have pick-up dates?

8. Courtship:

- a. Is it advisable for people of different religions to go together? Marry?

YES NO

- b. What should one do when one's family dislikes his friends?
- c. How much should the boy and girl know about each other before marriage?
- d. How important are common interests in marriage?

9. Marriage:

- a. What age difference should there be between husband and wife?
- b. Is physical attraction the main thing to be considered in marriage?
- c. Why are blood tests sometimes required before marriage?
- d. What are some of the causes of unsuccessful marriages?
- e. What responsibilities should be the husband's? The wife's?
- f. What are double standards?
- g. What is birth control? Where should the young couple get this information?

10. Miscellaneous:

- a. What is sterility?
- b. What is sterilization?
- c. What is frigidity? Is it normal?
- d. What are auto-erotic activities?

YES NO

- | | YES | NO |
|--|-----|----|
| e. What are venereal diseases? | | |
| f. How are venereal diseases contracted? | | |
| g. Why are blood tests taken of all expectant mothers? | | |
| h. At what age do boys and girls become fertile? | | |
| i. Can conception occur in any way except through intercourse? | | |